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ABSTRACT

The materials provided in this management guide for a self-instructional module are to help the instructor discover ways to motivate students. Listed are: (1) objectives of the module; (2) materials required to complete the unit; (3) sequence of activities; and (4) additional materials on student motivation. Also included are two question sheets on student motivation and a form for evaluating the module. (CJ)

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INDIVIDUALIZING STAFF DEVELOPMENT

UNDERSTANDING STUDENT MOTIVATION: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE

Developed by

Lou Ann Harris
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SP 019 423

ORANGE COAST COLLEGE

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UNDERSTANDING STUDENT MOTIVATION: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE

DEVELOPED BY LOU ANN HARRIS & SANDRA L. SMITH ORANGE COAST COLLEGE

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"INDIVIDUALIZING STAFF DEVELOPMENT", A PROJECT SUPPORTED BY THE CALIFORNIA COMMUNITY COLLEGE FUND FOR THE IMPROVEMENT OF INSTRUCTION.

PROJECT DIRECTOR: LOU ANN HARRIS
EDITORIAL ASSOCIATE: SANDRA L. SMITH

OTHER TITLES IN THIS PROJECT:

DEVELOPING AND PRESENTING EFFECTIVE LECTURES: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE.

SELECTING AUDIO-VISUAL MATERIALS FOR THE CLASSROOM; A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE.

TIME MANAGEMENT: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE.

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MOTIVATION

INTRODUCTION

How can I get their interest? How can I keep their interest? Even teachers in higher education have found that they can not take student motivation for granted. The results of our needs-assessment survey showed high concern for improvement in this area. It is our hope that with the materials available in this packet, an instructor will be able to discover additional ways to facilitate motivation in his or her own unique teaching situation. This will be a result of a thorough inventory of the instructor's present practices coupled with the application of new strategies presented in the packet of materials which include articles, filmstrips, audio cassettes, a book, and worksheets.

OBJECTIVES

1. To make participant aware of current research on motivation.
2. To increase participant's knowledge of the variety of skills and strategies which can facilitate student motivation, and conversely, those practices which inhibit student motivation.
3. To provide participant with opportunity and materials to complete an inventory of his or her own present motivation practices and the areas which can be reinforced or enhanced.
4. To provide participant with the materials to plan actual motivation strategies.

MOTIVATION

STUDY RESOURCES

The following materials and equipment are required to complete this unit:

Frymier, Jack. Motivation and Learning in School. (Phi Delta Kappa Fastback #43) Bloomington: Phi Delta Kappa Educational Foundation.

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IN 47402 $.75

Written in a question-answer format, this insightful pamphlet deals with the why of human behavior rather than gimmicks for the control of others.

Wlodkowski, Raymond J. Motivation in Learning; A Multi-media Program. Washington, D.C.: National Education Association, 1978.

National Education Association
Publications Order Dept.
The Academic Bldg.
Saw Mill Rd. "Motivation Edupak"
West Haven, CT 06515 $152.15

This packet contains materials designed to help teachers understand student motivation and to aid the instructor in incorporating these concepts into teaching practices. A detailed "Guide for Planning In-Service/Pre-Service Motivation Workshops" is also included.

Equipment needed: filmstrip viewer and audio cassette player.

MOTIVATION

SEQUENCE OF ACTIVITIES

1. Read the booklet "What Research Says to the Teacher".
2. Read the booklet Motivation and Learning in School.
3. Next, because the 2 sets following have overlapping information, either view
    a. 6 sound filmstrips:
        1. The Five Myths of Motivation
        2. Student Attitude Toward the Teacher
        3. The Need for Self-Actualization
        4. Disequilbrium as a Motivating Factor
        5. Classroom Climate and Student Motivation
        6. Progress and Mastery as a Factor in Continuing Motivation
    b. and answer Motivation Question Sheet 1

OR

    c. Listen to 8 audio tapes:
        1. What is Motivation?
        2. The Time Continuum Model of Motivation
        3. Student Attitude Toward the Subject and Learning Situation
        4. Fear and Anxiety Related to Motivation
        5. Stimulation Value of Teacher Inquiry
        6. Interest and Involvement
        7. Feelings Relative to Student Motivation
        8. Responsibility and Learning
    d. and answer Motivation Question Sheet 2
4. Now you are ready to begin filling out the dittoed sheets (use with Teacher's Manual)
    a. Inventory of Motivation Strategies
    b. Motivation Planning Sheet
5. It will be necessary to read portions of the book Motivation and Teaching: a Practical Guide to complete item 3 and to more thoroughly understand and employ motivation strategies.
6. Review the list of suggested additional materials. These have been selected for their relevance and may provide alternative solutions and/or more in-depth treatment of the subject.

MOTIVATION QUESTION SHEET 1

TRUE OR FALSE

___1. When a learning task is inherently interesting and would probably be performed without any external incentive, the addition of any extraneous rewards should be minimized.

___2. It is unimportant to relate new concepts to a student's values, goals, or relationship with others.

___3. Based on the research to date, what teachers do to and with students may be much more important then what they seemingly are as persons.

___4. Positive, specific teacher feedback usually serves as an incentive toward a student's increased effort.

___5. Although praise is better than criticism, one study showed an actual reduction in performance for praised underachievers.

___6. Disequilibrium is a significant learning disability.

___7. The uninvolved student is unmotivated.

___8. Making students learn is more important than having them motivated to learn.

___9. Teachers can improve negative student attitudes by sharing themselves.

___10. The need for self-actualization is common to all and can best be met by learning that is intrinsically rewarding.

___11. One should avoid appealing to a student's curiousity or sense of wonder.

___12. We all require a certain amount of tension in our lives.

___13. The "devil's advocate" is out-dated methodology.

___14. Students need additional forms of feedback besides tests, e.g. programmed texts, computer-assisted instruction, study guides.

___15. If the course is well-planned, all students should achieve at the same rate.

KEY 1-T, 2-F, 3-T, 4-T, 5-T, 6-F, 7-F, 8-F, 9-T, 10-T, 11-F, 12-T, 13-F, 14-T, 15-F

MOTIVATION QUESTION SHEET 2

TRUE OR FALSE

___1. Nothing can guarantee that students will want to learn continuously.

___2. If you have a student who does not want to learn, you should warn the student of possible negative consequences.

___3. The Time-Continuum Model of Motivation relates motivation to certain effective times of the day.

___4. The "isms" of motivation are optimism and enthusiasm.

___5. Public exposure of a student's ignorance in the classroom may be the greatest enemy of motivation.

___6. When relevant, one ought to select content, examples, and projects which relate to safety needs of students.

___7. The mastery approach to learning stresses the need for a well-trained master teacher.

___8. One should avoid pressuring students to "think" about what one has asked.

___9. It is important to tell students if their oral answer is right or wrong.

___10. Where humor is applicable, it can and should be used.

___11. When a learning task is inherently interesting and would probably be performed without any external incentive, the addition of any extraneous rewards should be minimized.

___12. It is unimportant to relate new concepts to a student's values, goals, or relationship with others.

___13. Based on the research to date, what teachers do to and with students may be much more important then what they seemingly are as persons.

___14. Positive, specific teacher feedback usually serves as an incentive toward a student's increased effort.

___15. Although praise is better than criticism, one study showed an actual reduction in performance for praised underachievers.

KEY 1-T, 2-F, 3-F, 4-T, 5-T, 6-T, 7-F, 8-T, 9-F, 10-T, 11-T, 12-F, 13-T, 14-T, 15-T

ADDITIONAL MATERIALS

Anderson, Marcia, and Lillian Greathouse. "New Approaches to an Old Subject: Motivation." Improving College & University Teaching, 26 (Spring 1978). pp. 149-151.

Oriented to Business Education, this article gives specific tips on motivation strategies.

Ball, Samuel, ed. Motivation in Education. New York: Academic Press, 1977. (Out of print)

Aspects of motivation that relate to education such as achievement, motivation, attitudes, anxiety, and curiosity are discussed in this collection of essays. Solid information on nutrition is provided in the essay "The Effects of Nutrition and Related Physical Factors on Educational Development."

Bowen, Charles E., and Charles H. Madsen, Jr. "Teaching Style: a Primary Determinant of Student Motivation." Journal of Education, 160 (Fall 1978), pp. 16-24.

Research has indicated that certain aspects of teaching style such as warmth, enthusiasm, and approval are positively correlated with student motivation. Methods for improving one's style are included.

Davis, Robert H., and Lawrence T. Alexander. Evaluating Instruction. East Lansing: Michigan State University, 1977.

Michigan State University
Instructional Media Center - Marketing Division
East Lansing, MI 48824 $1.00

The objective of this booklet is to help the instructor decide

when instruction should be evaluated and the kinds of information to collect in order to evaluate accurately.

Dodge, Bernard J. Audiovisual Resources for Teaching Instructional Technology: An Annotated Listing. Syracuse: ERIC Clearinghouse on Information Resources, 1978. 77p.

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Syracuse University
Printing Services
125 College Place
Syracuse, N.Y. 13210

ED 152 337 Microfiche and Paper Copy available. $4.00

This directory of audiovisual resources includes materials, communications, instructional development, and the psychology of learning and motivation. Each entry gives a complete annotation.

Dodge, Bernard J. "Toward a Conceptual Framework for Motivational Design." NSPI Journal, 17 (July 1978), pp. 8-10.

Bernard Dodge draws upon the literature of motivation and his own work to sketch a conceptual framework which places the prescriptions for motivating learners into a systematic process. Useful flowcharts and tables are included, and a thorough bibliography is appended.

Harmon, Paul. "Holistic Performance Analysis: It's Time for an Updated Technology of Instruction." Educational Technology, 20 (Nov. 1980), pp. 5-13.

This article is based on Bandura's "Self-Efficacy Theory" (Bandura, A. Principles of Behavior Modification. New York: Holt, Rinehart, and Winston, 1969.) Paul Harmon analyzes those factors which stimulate the learner to an "I-can" attitude, e.g. successful completion of tasks, seeing peers

perform successfully, verbal persuasion, and moderate emotional arousal.

Keller, John M. and others. A Practioner's Guide to Concepts and Measures of Motivation. Syracuse: ERIC Clearinghouse on Information Resources, 1978. 119p.

ERIC Document Reproduction Service
P. O. Box 190 Arlington, VA 22210

Syracuse Univ. Printing Service
125 College Place
Syracuse, N.Y. 13210

ED 169 953
Microfiche and Paper Copy

$6.50

This guidebook gives an in-depth analysis of major factors of motivation as well as methods of measuring them. An eleven-page bibliography is appended.

McBeath, Ron J., and Jeanne M. Lassen. Improving Instructor-Student Relationships. San Jose: San Jose State University, 1977.

San Jose University Foundation
Dr. Ron J. McBeath Acct. 03-09-6058
Faculty and Instructional Development Office
San Jose, CA 95192

Text $2.00
Workbook $1.50

Believing that good instructor-student relationships contribute significantly to student motivation and the learning process, the developers of this self-paced module have provided a means for faculty to build positive relationships. Some of the topics include classroom atmosphere, learning styles and classroom interaction and skills for facilitating verbal communication.

McKeachie, Wilbert J. "Learning and Motivation in the Classroom." Teaching Tips: a Guidebook for the Beginning College Teacher. Lexington: D.C. Heath & Co, 1969, pp. 182-189.

The author discusses how to use student motivation for success

and approval to produce learning, and he also emphasizes the importance of arousing student curiosity and organizing information in a way that will facilitate learning.

McKeachie, Wilbert J. "Motives and Learning" (Cassette #29163 in Sound Seminars in Psychology) New York: Jeffrey Norton, 1964.

Jeffrey Norton Pub. Dept. C.
149 E. 49th St.
New York 10017 $13.95

This cassette deals with what makes students want to learn. McKeachie states that we are learning all the time, therefore a teacher does not motivate as much as stimulate natural curiosity.

Skinner, B.F. "The Motivation of the Student" The Technology of Teaching. New York: Meredith Corporation, 1968. pp.145-168. (Available from Prentice-Hall, paperbound, $9.95)

The book is based on "contingencies of reinforcement under which learning takes place' defined by Skinner as "containing an occasion upon which behavior occurs, the behavior itself, and the consequences of the behavior." In the chapter cited, Skinner discusses how the teacher can best design these contingencies to enhance student motivation both while being educated and, more importantly, afterwards.

Theories of Motivation. Portland: Bel-Mort Films, 1971. (5 min, color filmstrip, no sound, $11.50)

Bel-Mort Films
200 S. W. Market St. Suite 961
Portland, Oregon

Presents ten things that motivate people such as the need to belong, or the inverse; competitive spirit; needs for praise, rewards, and even nutrition.

EVALUATION SHEET

Please fill out this evaluation sheet to aid in improving and updating this module.

Optional: Name_____

Title of Module_____ Date_____

Please put a cross on the scale to indicate your opinion.

1. The instructional objectives were stated

5	4	3	2	1
clearly		adequately		poorly

2. The sequence of materials was

5	4	3	2	1
quite logical		reasonably logical		poor logical sequence

3. The materials and exercises met the objectvies

5	4	3	2	1
right on target		adequately		poorly

4. The amount of practice and review was

5	4	3	2	1
sufficient		adequate		insufficient

5. What I learned was

5	4	3	2	1
very important		interesting		a waste

6. What items did you find most useful? Least useful?

7. Was there anything additional that should be included?

8. Would you recommend this module to a colleague?

9. Would you use other self-instructional modules like this one?
   If so, why? And what topics would you like to see covered.

   If not, why not?

Please return this evaluation and other module materials to: